



# NTACT

National Technical Assistance Center on Transition

## Questions and Answers (Q&A) Regarding Transition-Related Services Compiled During the COVID-19 Period of Restricted Community and School Access

### Education

#### Policy & Procedural Guidance

- ? *What guidance are you sharing with your local practitioners, counselors, parents and families, and stakeholders for providing transition services to students and youth with disabilities under the current limitations?*
- ? *Supports for LEA educators/VR counselors?*
- ? *Coordinated messaging?*
- ? *How can we collaborate to engage transition youth in services when school is out, and how can we keep students engaged with vendors?*

#### **Responses from states:**

Generally, states are accessing NTACT and WINTAC resources and sharing with LEA and school partners and VR counselors. In addition, states shared the following:

- In Maine, the DOE is holding virtual meetings for stakeholders so VR and VR-Blind join those virtual meetings to share updates and resources. Also, ME DOE sent messages to the Special Ed Directors association to share what we can do at this time. We're having rehab counselors joining classrooms to provide virtual job club and we're revamped some great tools to make them virtual and we're getting that out to schools. Special Services COVID-19 Resources:  
<https://www.maine.gov/doe/learning/specialed/covid19>
- AZ DOE has created a webpage that updates twice a week with online resources for a variety of academic and special education areas. AZ's state director is holding weekly webinars for special education directors to address questions about the provision of services. Special Education COVID-19:  
<https://www.azed.gov/specialeducation/special-education-guidance-for-covid-19/>

- Ohio VR has developed some guidance around what components of various services can be completed remotely and what still needs to be completed in-person. Ohio VR has worked to relax some requirements on paperwork, intakes, etc. to help facilitate students' eligibility not being delayed for those applying during the current circumstance. Ohio VR has a 'Hot Jobs List' for those current in-demand jobs around the state to help facilitate our students finding employment during this time and shared this Hot Jobs List with our Ohio educators to help facilitate work-based learning opportunities. Department of Economic Security (DES) Services Related to COVID-19: <https://des.az.gov/services/coronavirus>
- ID is attending IEP meetings virtually and meeting with clients virtually. The SDE also is doing weekly webinar and has invited VR to use those to share. However, everything was kind of put on the hold until this week. So, we hope to make more gains. Idaho Official Resources for the Novel Coronavirus (COVID-19), Resources for Schools, Special Education: <https://coronavirus.idaho.gov/resources-for-schools/>
- Mass VR- MRC has established a warm line that is manned daily to answer questions from families and students. Access for students to VR and Pre-ETS has been a concern for families with offices closed for face-to-face so the warm line connects families and students with VR staff. Providers are working to transition their services to virtual and remote supports for students and adults. Massachusetts Vocational Rehabilitation: <https://www.mass.gov/vocational-rehabilitation>
- VT is collaborating to ensure we are asking for the same assessments/activities in both VR and School Transition. COVID-19 Guidance for Vermont's Schools: <https://education.vermont.gov/news/covid-19-guidance-vermont-schools>
- Ohio SPED has developed a guidance document, FAQs, and shared a lot of the VR information to stakeholders. Ohio was one of the first states to take extensive actions on staying at home and closing schools. From the beginning, about Thurs March 12th, Ohio SPED has made the distinction of our Governor's order being a "school-building closure" and not a school closure. This has helped keep our local educators thinking on how they're going to provide educational services for their students. Coronavirus (COVID-19) Information for Ohio's Schools and Districts: <http://education.ohio.gov/Topics/Student-Supports/Coronavirus>
  - Coronavirus (COVID-19) Frequently Asked Questions (FAQ) for Ohio's Schools and Districts: <http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Frequently-Asked-Questions-Governor-DeWine%E2%80%99s-Scho>

- MD initially had a 2-week school closure; just instituted another 2-week closure. Utilizing federal guidance. Determining level of coordination within school systems for those available to support students and families; superintendent of schools asked every school system to develop a Continuity of Learning Plan. State sent survey out to local transition coordinators to determine concerns, support needs, etc. Developing TA bulletins addressing what's fair and reasonable, and what this looks like for each district, while upholding FAPE, with a focus on those transition activities, determining what's relevant for LEAs. Coordinating with state-level agency team, particularly, DORS colleague, with messaging going out to DORS counselors. *"The only thing we are telling folks they can't do, is nothing."* Technical Assistance Bulletin, [Serving Children with Disabilities under IDEA During School Closures COVID-19](#)

- ? ***One of my schools indicated they aren't allowed to do group video chats with students due to privacy and seeing in the homes, etc., perhaps exposing a student with an IEP and/or 504 to other students?***
- ? ***I love some of the tools for students to use remotely. What are your suggestions regarding getting information to students while being mindful of confidentiality of students with disabilities? Is information being emailed?***
- ? ***Does facilitating online learning via group "hangouts" (similar to a webinar) violate student confidentiality?***

**Response:** While NTACT cannot provide you with policy guidance, there is some guidance available. These articles in Education Week (Article 1 ([Article 1](#), [Article 2](#)) examine the issues noted. (Viewing these articles may require a free login and pop-up ads from Education Week.) Additionally, the U.S. Department of Education's Student Privacy Policy Office published a [Frequently Asked Questions](#) document in March, 2020. Finally, [CEC](#) has developed some guidance for educators moving to online instruction, including ensuring privacy and compliance with privacy regulations.

The U.S. Department of Education continues to update [guidance](#) for schools. [NTACT](#) and [NCSI](#) will also continue to update information regarding students with disabilities.

- ? ***Are there HIPPA compliance considerations that we need to follow regarding the use of social media and virtual/distance learning?***

**Response:** While NTACT cannot provide you with policy guidance, there is some guidance available. These articles in Education Week ([Article 1](#), [Article 2](#)) examine the issues noted. (Viewing these articles may require a free login and pop-up ads from Education Week.) Additionally, the U.S. Department of Education's Student Privacy Policy Office published a

[Frequently Asked Questions](#) document in March, 2020. Finally, [CEC](#) has developed some guidance for educators moving to online instruction, including insuring privacy and compliance with privacy regulations including [CEC - Quick Takes - Online Instruction During COVID-19](#)

? ***What if you can't address a student's IEP goal as it is written in their IEP?***

**Response:** Depending on how the measurable annual IEP goal is written there may need to be changes/adjustments made to an IEP goal especially in the “condition” and/or “behavior” indicated in the goal. Any changes/adjustments that would need to be made to the IEP would require that FAPE was being maintained and that any changes were an agreed upon IEP Team decision.

In the March 21, 2020 [OSEP Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) the following guidance is provided:

“Most importantly, in making changes to a child’s IEP after the annual IEP Team meeting, because of the COVID-19 pandemic, the parent of a child with a disability and the public agency may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child’s current IEP. 34 C.F.R. §300.324(a)(4)(i).”

“The Department understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. While some schools might choose to safely, and in accordance with state law, provide certain IEP services to some students in-person, it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services. Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing.”

“It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. As mentioned above, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - IEP teams (as noted in the [March 12,](#)

[2020 guidance](#)) must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.”

In addition to the OSEP Guidance the Council of Administrators of Special Education has provided the following guidance: [CASE - COVID 19 - Considerations for Special Ed. Administrators](#)

### **Strategies for working with students with complex support needs**

- ? *I teach students with multiple disabilities and am working on transition skills that are closer to life skills (hand washing, hygiene, and some vocational skills- all fully assisted and and highly-prompted)*
- ? *Suggestions for working with students with significant behavior issues?*
- ? *Do you have suggestions for how to assist these families?*
- ? *Strategies for addressing students’ goals online?*

**Response:** There will be webinar – *Strategies and Resources for Students with Complex Support Needs* - at Noon (Eastern) on April 14. [Register here](#). Additionally, here are a few resources and ideas.

- o [Choice Board making resources](#)
- o [Using Video Modeling to Teach Skills](#)
- o [Center for Parent Information and Resources - Coronavirus Resources](#)
- o [Hand Washing Steps](#)
- o [Science Nature Webcams](#) (resources developed for elementary grades, but observations could be adapted for older students)
- o [Managing Teen Anxiety During Coronavirus Outbreak](#)

#### Project-based Learning

- ? [IDOE Promising Practices Google Folder](#)

#### Service-based Learning

- ? [National Youth Leadership Council](#)
- ? [IDOE Promising Practices Google Folder](#)

#### Executive Functioning Skills

- ? [Soft Skills to Pay the Bills](#)
- ? [Peer-Assisted Learning Strategy \(PALS\)](#)
- ? [Annotating Text Lesson and Resources from Scholastic](#)
- ? [Example Checklist from Scholastic](#)

- ? [Executive Functioning Skills Activity Guides from the Center of the Developing Child, Harvard University](#)
- ? [Executive Functioning Skills for 7-12 year olds from the Center of the Developing Child, Harvard University](#)
- ? [Executive Functioning Skills for Adolescents from the Center of the Developing Child, Harvard University](#)

- ? ***Can you share some ideas for the types of decision-making opportunities to provide to students? Or strategies for supporting students to make decisions from afar?***

**Response:** Before engaging a student in supportive decision making opportunities it is important to consider where the student is in this process (current levels of independence, past experiences in making choices) and what type of supports and/or assistive technology they require to be successful. As we discussed during Tuesday's webinar the utilization of [choice boards](#) and engagement of the student in developing a [weekly schedule](#) are both great ways of engaging a student in decision making. Also, looking specifically at critical decision-making areas that an individual has not had an opportunity to develop should be a starting point. For example, if an individual really needs to develop their decision-making capacity in relation to finances, explore phone apps/YouTube/websites related to financial decision-making. There are so many online resources available for all of the critical decision-making areas. Also, simply asking the individual what skills they'd like to develop is opening up an opportunity to practice supported decision-making.

- ? ***Person-centered planning and supported decision-making are personal and potentially sensitive conversations. What are some suggestions for making these conversations meaningful and respectful in an online environment?***

**Response:** Undertaking discussions regarding supported decision making and person centered planning should be conducted by someone trusted and familiar to the student and family.

Sometimes starting by asking about areas of concern can segue into what families are doing (or not doing) to prepare for age of transition. Also, keep in mind, that a lot of parents aren't having these conversations with anyone else, so our role as service providers and educators is to start these conversations and be that resource. It would also be helpful to be strategic in both the planning and implementation regarding these discussions making sure to meet the student/family where they are in this process and keep good documentation and provide necessary follow up as needed.

- ? ***When is the best time to begin starting the conversation regarding supported decision making, guardianship, etc.?***

**Response:** It is important for family members to start the conversation regarding supported decision making, guardianship and alternatives as early as possible and ideally at least by age 13. As discussed in this webinar [www.supporteddecisionmaking.org](http://www.supporteddecisionmaking.org) website contains great information regarding this topic.

### **Online delivery of transition services & virtual learning**

- ? ***How are states handling the issue around access to virtual learning for everybody?***
- ? ***How can we engage transition youth in services when school is out? Not all students have technology. How can we keep students engaged with vendors?***
- ? ***Does anyone have resources or virtual community-based activities?***

**Response:** Please see the Recreation and Leisure and other Independent Living Focus Area resources [here](#) for several examples and resources. We will continue to update [resources](#).

**Response:** Regarding online delivery of transition services and access to learning, the following resources can be printed or used virtually.

- ? ***Is there a free, fast, and easy way to develop a website for students to develop and use?***

**Response:** While NTACT cannot endorse any specific product a number of our stakeholders have found wix.com to be an easy platform to support students in building their own websites - it's free with options to upgrade for additional features.

### **Accommodations/Accessibility**

- ? ***Are there more resources that offer audio for students with limited reading/writing abilities?***

**Response:** Most of the online video resources like <https://explore-work.com/>, <https://www.onetonline.org/>, <https://accessiblechef.com/>, and [Khan Academy College, Careers, and More](#) provide audio, often paired with captioning. Look for more resources here: [Compilation of Resources for Online Instruction](#). There are also accessibility tools and guidance available at [website of CAST](#).

- ? ***Availability of printed/hard copies of resources for areas without internet service***

**Response:** Several of the resources listed [here](#) are intended as print resources and may be downloaded, printed, and shared with students and their families. Here are a few extracted from the above link:

- [Lesson Plan Starters - NTACTION](#)
- [Autism Focused Intervention Resources and Modules - build new routines](#)
- [Dislikes and Likes - Washington Sensory Disabilities](#)
- [Off to College - planning forms](#)
- [Pocket Resume Builder - Transition Coalition](#)
- [Cents and Sensibility: A Guide to Money Management download](#)
- [Cents and Sensibility Spanish version](#)
- And so many more resources to print in At Home Instructional Resources lists noted above

**? *We are struggling in our district with providing closed captioning through OneNote or ItsLearning or on videos we make of our own screens through PowerPoint. Please provide any resources or tutorials for providing closed captioning to our students. Thank you.***

**Response:** Most presentation tools and online learning platforms do provide captioning services, though quality does vary. There are also accessibility tools and guidance available at [website of CAST](#) as well as tips from [National Deaf Center](#)

- ? *Do you have any specific resources for the Deaf population? Resources need to be captioned or even translated into ASL***
- ? *Any NEW ideas for DHH transition students whose families speak Spanish and student ASL. They have internet and computers and no one seems to know how to operate computer?***

**Response:** The following resources provide information related to transition age students who are deaf/ deaf hard of hearing (DHH)

[www.nationaldeafcenter.org](http://www.nationaldeafcenter.org)

[Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

### **Online/Virtual Learning Related Resources**

- Distance Learning Platforms and Data Privacy
  - [CEC - Quick Takes - Online Instruction During COVID-19](#)
  - [Ed Week - Data Privacy Article](#)
  - [How to prevent Zoom-Bombing](#)
  - [Indiana's Electronic Signature \(e-Signature\) Guidance](#)
- Multicultural Resources:
  - [Culturally Responsive Education Practices for Online Learning](#)

- Open Doors for Multicultural Families has free, translated Transition Guides for Families in nine languages <https://www.multiculturalfamilies.org/programs-services/youth-transition-program/transition-guide-download/>

## **Data Collection**

? ***Does anyone have suggestions about data collection during this time?***

**Response:** If you are providing instruction and gathering student performance information through an online platform, there will be mechanisms for data collection in the system. Additionally, video components of some online learning platforms may allow for observational data of specific task performance. Similarly, video, photo, and audio recording and sharing features on phones might be used. Tools like Google Forms may be a method for data collection – depending on the skill. If you are relying on students or parents to assist in the collection of data during a “stay at home” period, view some data collection instruments in this [Student Progress Monitoring Toolkit](#) – specifically pages 21 – 27.

## **Supports for Families**

? ***Supports for Parents and Families? Collaboration with Parent Centers?***

**Response:** States shared parents and families are reaching out with questions regarding programs and services; coordinating provision of TA and support; working collaboratively with Parent Training and Information Centers to provide consistent messaging; delivering webinars and TA. Additionally, please visit:

- [PA: Resources for youth, family, and educators on training and technical assistance website by initiative](#)
- The Parents Place of MD (PPMD) Covid-19 Issues, [https://www.ppm.org/resource\\_category/covid-19-issues/](https://www.ppm.org/resource_category/covid-19-issues/)
- Center for Parent Information and Resources (CPIR), [To find your Parent Center in your state](#)

## **General Resources**

- ? [Explore-work.com](#)
- ? [CareerOneStop](#)
- ? [Association for Career and Technical Education \(ACTE\)](#)
- ? [O\\*NET Online](#)
- ? [National Career Development Association](#)
- ? [MyPlan.com](#)
- ? [PACER'S National Parent Center on Transition and Employment](#)
- ? [AZ Virtual Resource Hub](#)

## **Additional Resources**

- [Indiana University's Indiana Secondary Transition Resource Center's Tuesdays Tips Listserv](#)
- [TN: New curriculum database](#)
- [Maine's Career Exploration Workshop](#)
- <https://www.kqed.org/education/18675/50-videos-for-career-path-explorations>
- <https://www.careeronestop.org/Videos/video-library.aspx>
- <https://www.nextvista.org/collection/light-bulbs/careers/>
- <https://explore-work.com/>
- <http://www.pathwayswv.org/>
- <http://www.nebraskaworkplaceexperiences.com/>
- <https://oregoncis.uoregon.edu>
- [The National Center on Accessible Educational Materials Upcoming Webinars](#)
- <http://www.nebraskaworkplaceexperiences.com/>
- [Florida's discretionary project resource document](#)
- [Road Trip Nation:](#)  
"Your Roadmap" based on a 3-question assessment:
- [Community-Driven Roadtrips \(community college, future of work, and more\)](#)
- [RTN You-Tube Channel](#)

## **Vocational Rehabilitation**

### **Program & Procedure Questions**

- ? *I have reached out to VR locally about whether we (as contractors) can continue to provide Pre-ETS virtually, do you have any guidance on that?*
- ? *Is RSA planning to allow any flexibilities for VR to use Pre-ETS funds to buy online programs for school districts without tracking the students? believe this could be a great support for students*

**Response:** You will need to follow the federal and your State's guidance regarding the provision of Pre-ETS services. However, WINTAC has resources regarding [Distance Service Delivery](#) and other related information at its website, [www.wintac.org](http://www.wintac.org).

- ? *Throughout the US, I hear VR will not assume any responsibility for the IEP for a student. Is this true?*

**Response:** The Individualized Education Program (IEP) is the responsibility of the Local Education Agency/Education to implement the program developed by the IEP team, according to the law that governs special education – the Individuals with Disabilities Education Act (2004). If Vocational Rehabilitation (VR) is listed as external services on the

IEP, and for some reason cannot provide the service/activity indicated on the IEP, then the education system is responsible for addressing that service/activity.

Each local provider (education and vocational rehabilitation) should refer to the laws that govern their work (e.g, Every Student Succeeds Act , 2015 – all education; IDEA, 2004 – special education; Workforce Innovation and Opportunities Act, 2014 – VR), their State agency’s guidance regarding legal responsibilities. It is also strongly recommended that the LEA and VR agency work collaboratively in continuing to provide meaningful services to students.

? ***Has anyone developed guidance for CRPs to provide virtual Pre-ETS?***

? ***Is anyone still providing work-based learning (especially paid work experiences) using CRPs? Are you allowing students to have "virtual" jobs?***

**Response:** Please visit:

- the Workforce Innovation Technical Assistance Center (WINTAC) site for *Resources for Distance Service Delivery*:
  - <http://www.wintac.org/content/resources-distance-service-delivery>
- NTACTION/WINTAC Employment Preparation-Focused Instructional Resources, 4/7/2020 webinar, *Employment Preparation and Work-based Learning Experiences in a Virtual World*,
  - <https://www.transitionta.org/covid19>
  - [https://ytimedia.org/view/0\\_yn8mwpvj](https://ytimedia.org/view/0_yn8mwpvj)
  - [Employment WBLE Virtual World PPT](#)
- Indiana, COVID-19 Guidance for DDRS Stakeholders, <https://www.in.gov/fssa/ddrs/5762.htm>
- Maryland Department of Rehabilitation Services, CRP Resources and COVID-19 Guidance, <https://dors.maryland.gov/crps/Pages/resources.aspx>
- Texas Workforce Commission, <https://www.twc.texas.gov/news/covid-19-resources-employers>
- [Minnesota's Pre-ETS Toolkit with resources](#)
- Nebraska Pre-ETS, [Nebraska VR guidance to staff](#)

**Response:** Several states are using Virtual Job Shadow, a career exploration and career learning platform, with interactive tools to help students and youth plan for and develop their career paths.

- <https://www.virtualjobshadow.com/>

? ***How are states handling electronic signatures for records release between schools/VR?***

**Response:** For information on using electronic signatures for records release, the WINTAC provides links to several

- <http://www.wintac.org/content/resources-distance-service-delivery#electronic-sig>
- [Indiana's e-signature guidance](#)

- ? *I have questions mainly around workability - how can we pay our student?*
- ? *Can we pay students thru WAI for virtual work-based learning?*
- ? *We have funding set aside to pay students for internships. With unemployment and economic issues rising, it seems wrong to have that money locked away until we can do these face-to-face again. Any suggestions in exploring online internships or releasing that funding in a way that is both beneficial to our Youth and working with VR agencies to utilize those funds?*

**Response:** If this question is specific to using funds allocated to the pre-employment transition services reserve funds under the Rehabilitation Act, as amended by WIOA (2014) - to pay students for virtual work-based learning experiences – there are many different mechanisms for service delivery across VR agencies nationally. Therefore, it would be inappropriate for NTACTION/WINTAC address specific questions related to allowable costs. If you have questions regarding services and costs associated with the provision of virtual work-based learning experiences, especially paid work-based learning experiences, that can be allocated toward the minimum 15% Pre-ETS reserve funds; we strongly encourage VR agencies to reach out to their RSA state liaison directly for guidance. The WINTAC Pre-ETS team is also always happy to talk with states individually, and welcome anyone to reach out directly to the WINTAC Pre-ETS Team for additional guidance and support regarding pre-employment transition services and paid work-based learning experiences at <http://www.wintac.org/request-ta>.

## **Services**

- ? *For clarification, should providers get permission from parents/guardians specifically for online services, even if there was already a permission form signed?*

**Response:** Yes, it would be best practice to connect with parents/guardians and youth who are 18 or older about the change in format for service delivery. The following link provides information regarding how to obtain an electronic signature: [Indiana's Electronic Signature \(e-Signature\) Guidance](#), if needed. There are also additional resources on electronic signatures and other forms of acceptable signatures available on the WINTAC website at <http://www.wintac.org/content/resources-distance-service-delivery#electronic-sig>.

- ? ***What do you do for students with low incidence disabilities? Students that need hands-on assistance for daily life.***
- ? ***Our teachers are requesting curriculum resources to use with students with cognitive disabilities. Resources that use pictures and/or have simple reading levels.***
- ? ***We offer instruction to ALL students who are staying on through age 21 or at least after 12th grade. Do you have ideas/ options for students with more significant needs?***

**Response:** Please visit our website [here](#), for access to our 4/14/2020 recorded webinar, *Strategies and Resources for Students with Complex Support Needs*. Additionally, below are a few resources and ideas, which you may also access under “Events & Webinars” [here](#).

- o [Choice Board making resources](#)
- o [Using Video Modeling to Teach Skills](#)
- o [Center for Parent Information and Resources - Coronavirus Resources](#)
- o [Hand Washing Steps](#)
- o [Science Nature Webcams](#) (resources developed for elementary grades, but observations could be adapted for older students)
- o [Accessible Chef](#) – online free visual recipes and resources to help teach cooking skills to individuals with intellectual and developmental disabilities
- o [Managing Teen Anxiety During Coronavirus Outbreak](#)
- o [Cabin Fever? 5 Effective Activities for Students with Autism During Social Isolation or Quarantine](#)

- ? ***Any resources on how to develop work-from-home internships in collaboration with community partners? Many students would benefit from using a work-from-home internship to identify what accommodations/workplace supports they may need should they choose a career that allows them to work from home in the future. Students could also explore what work from home careers are available to try out. Many students with more significant physical or mental health needs and/or barriers to transportation might be interested in careers that allow them to work from home.***

**Response:** That is a great idea and is an excellent time to discuss all of the jobs that individuals can do from home. Below are a few websites to visit for some videos on work-from-home jobs; we will also share a few tips.

1. As long as you have a computer and an internet connection, there are plenty of possibilities to get online work. Here are some favorites:
2. Get a [digital marketing job](#). Many digital tech companies and agencies allow their workers to work from home.

3. You can learn how to start a blog and make money with multiple revenue streams like ads, courses, digital product sales, and more.
4. Data-entry jobs are in high demand and easy to do.
5. If you speak more than one language, you can be an online translator and translate web copy, books, documents, and more.
6. If you have coding knowledge, you can work from home as a web or app developer. You can sign up for a site like Upwork or Fiverr to sell your digital services. This could be anything from freelance writing and graphic design to virtual assistant work and voice over work.
7. Work for a call center. Many businesses need people to answer phones, assist customers, and help generate sales.

Additionally, have them check into the following companies that typically hire work-from-home and may offer internships.

After social distancing became a new normal in many parts of the world, the number of companies hiring remote workers increased. Here are some of the top companies hiring remote workers this year:

1. Aetna
2. Cisco
3. Dell
4. Hilton
5. JPMorgan Chase
6. Phillips
7. Stryker
8. VMWare
9. Wells Fargo
10. Williams-Sonoma

#### Additional resources

- o <https://www.thesimpledollar.com/make-money/10-work-from-home-jobs/>
- o 10 High Paying Work-from-Home Jobs  
[https://www.youtube.com/watch?v=ylep\\_pe720s](https://www.youtube.com/watch?v=ylep_pe720s)

? ***How can I incorporate Peer-to Peer mentoring virtually and track at the same time?***

**Response:** There are multiple apps to explore like Zoom, Houseparty, Slack, Jacbox, etc. that could be used to connect peers with one another. Consideration should be given to how you currently track face-to-face peer mentoring and then adapting that method or recording for a virtual application.

- ? ***Do you have resources, social stories, etc., to help students and young adults who have been furloughed or temporarily laid off? Some of my students are having difficulty understanding that this period of time is temporary and also coping with being laid off. Some are taking it very personally.***

**Response:** This is a very difficult time for many of our students, especially those who were working or were about ready to start a job. While we do not have any specific resources related to this question we would suggest talking with the student and their family about the current employment/unemployment issues currently occurring in our country due to COVID-19. In addressing this issue you could include a discussion regarding how the furlough is probably temporary and the student will be able to reengage with their job once the current crisis has subsided. You could all assist the student in reviewing the on-line career videos and informational interviews we shared during the [April 7th webinar](#) to see if there would be similar jobs or occupations to what the student had been doing, and talk with them about how their job was similar or different from how the individuals described it in the video, etc.

A few organizations have shared resources that may be relevant to your question. These do not necessarily address young adults; but, may include some content you could adapt for these conversations and explanations.

- <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
- <https://www.nami.org/getattachment/About-NAMI/NAMI-News/2020/NAMI-Updates-on-the-Coronavirus/COVID-19-Updated-Guide-1.pdf>
- <https://thearc.org/covid/>

- ? ***I have received feedback from our VRCs that many of our local businesses are either feeling the pressure of being able to keep their doors open or finding enough staff in high essential occupations. Do you have suggestions about asking these employers to participate in informational interviews, career mentorships or virtual job shadows? It is hard to put any other pressure on our employers during this time. Any suggestions would help.***

- ? ***What is your opinion regarding reaching to provider staff regarding immediate /urgent job openings in the grocery industry - is it too insensitive?***

**Response:** Businesses are definitely overwhelmed, and we need to carefully navigate those relationships. Now might not be the best time to try and cultivate a new relationship with a business by asking them to take time to do some of these activities, and therefore you may want to consider using many of the existing career videos, and informational interviews from the resources that were shared during the webinar. However, we do encourage you to build on existing employer relationships. For example, reach out to the VR business specialist who has

expertise in working with employers to see if any that have hired individuals with disabilities in the past would welcome the opportunity to talk about jobs within that business, how their service delivery has significantly changed over the past few weeks, and the difference between job tasks performed today vs job tasks performed in that business a few months ago.

### **Pre-ETS and Work-based Learning Experiences**

**? Do you have any resources to support work-based learning at home for transition-aged youth?**

**Response:** NTACTION and WINTAC hosted a webinar on 4/7/2020 focused on the provision of one of the Pre-Employment Transition Services, Work Based Learning during a time when students have limited access to their communities. Collaboration and new strategies are necessary. You can access the recorded webinar [here](#) and participate in an ongoing discussion and resource sharing at the [Transition Coalition site](#).

In addition to Guidance above, the [Workforce Innovation National Technical Assistance Center \(WINTAC\)](#) is monitoring the COVID-19 situation and hosting an FAQ on its site, focused on employment services for individuals with disabilities.

**Join OSERS Acting Assistant Secretary and RSA Commissioner Mark Schultz, five State VR Agency Directors, and WINTAC** as they present on innovative strategies to deliver services to individuals with disabilities by distance during the COVID-19 pandemic on **Monday, April 20, 2020 from 1:30 to 3:00 PM EDT**. [Register in advance for this webinar](#).

A webinar on [Work, Benefits, and COVID-19](#) will be presented by Raymond A Cebula, III, J.D. and Edwin J. Lopez-Soto, J.D. (Cornell University's Yang Tan Institute on Employment and Disability) on **Thursday, April 23 from 1:00 - 3:00 PM**.

A virtual discussion is also being offered by WINTAC on **Thursday, April 23 at 2:00 "Thirsty Thursday Think Tank: Creative ways states are delivering pre-ets in a pandemic - #BYOB (Bring Your Own Brain)"**.

#### Documents

-  [NTACT at home Employment resources 4.10.2020.pdf](#)
-  [Q&A and Related Resources WBLEVirtual Webinar 4-10-20.pdf](#)
-  [Participant Version Employment Preparation and WBLE in a Virutal World - April 7, 2020 Webinar.pdf](#)
-  [Participant Version Employment Preparation and WBLE in a Virutal World - April 7, 2020 Webinar \(1\).pptx](#)

Additional resources will continue to be posted at <https://www.transitionta.org/covid19>.

? ***How would we go about virtual job shadowing?***

**Response:**

- To supplement existing on-line work-based learning curricula, we encourage partnering with VR business specialists and/or American Job Centers to identify employers willing to participate in virtual job shadowing (even if business is not currently open) using phone video/facetime, etc.
- Employers start by introducing themselves and explaining the work that their company does followed by an interactive discussion if possible with the student about their own interests and what they would like to do and learn during the job shadow. If job shadow is not able to be conducted live, discussion with the student can occur after they watch the recorded video.
- Employers can provide a virtual workplace tour, introduce the student to employees that may be on-site, and/or explain the job duties of employees.
- Employers can also explain and demonstrate their own work tasks and encourage opportunities, when appropriate, for the student to think about and identify related work tasks at home.
- Students should be encouraged and given time to ask any questions they have about the workplace and the work that employees do.

? ***Is anyone using the MA Work-Based Learning Plan to measure progress in specific job-related skills twice per year for transition planning (particularly for your 18-22 year-old programs)?***

**Response:** A number of LEAs and LEAs in partnership with VR are utilizing this program for Work Based Learning Experiences (WBLE). The WBLP was developed by the Massachusetts Department of Elementary and Secondary Education through an interagency collaboration of employers, educators and workforce development professionals. The Massachusetts Work-Based Learning Plan (WBLP) is designed to provide structure and depth to work-based learning experiences: to identify the skills to be focused on in the work experience; to open conversations about learning opportunities; to provide a structured approach to skill assessment; and to encourage reflection about short-term and long-term goals. The Work-Based Learning Plan includes a job description, list of skills, and reviews.

It can be completed as a pen-and-paper document or through the online WBLP screens or the mobile WBLP screens. The online screens, mobile version and resources are found at <http://massconnecting.org> and/or <https://masswbl.org>

This resource is specific to residents of Massachusetts, however other states have similar online employment exploration and work based learning sites.

- **WBLE Activities:**
  - <https://explore-work.com/>
  - **Reality Check - Guiding Child to Career Success**
  - **T-Folio**
  - [Minnesota's Pre-ETS Toolkit with Resources](#)
  - [Nebraska General Virtual Pre-ETS Guidance](#)
  - [www.ncwd-youth.info/innovative-strategies](http://www.ncwd-youth.info/innovative-strategies)
  - [Work Based Learning Measures Series](#)
  
- **Virtual Job Shadowing:**
  - <https://www.youtube.com/user/CareerOneStop/playlists>
  - <https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>
  - <https://www.virtualjobshadow.com/>
  
- **Career Exploration/Virtual Tour:**
  - <https://agexplorer.com/virtual-field-trip>
  - [https://www.thecareerindex.com/dsp\\_intro.cfm](https://www.thecareerindex.com/dsp_intro.cfm)
  - <https://www.findthepathway.com>
  - <https://www.eop.com/mags-CD.php>
  - <https://www.nepris.com/about>
  - <http://www.pathwayswv.org/print-materials.php>
  - <https://www.nebraskacareerclusters.com>
  - <https://www.education.ne.gov/wp-content/uploads/2017/07/InfoTech-1.pdf>
  - **Career One Stop Videos**
  - [mySkills - myFuture - Website](#)
  - **Road Trip Nation**
  - **KQED Career Path Videos**
  - **Khan Academy Career Exploration Videos**
    - **Health care community liaison: What I do and how much I make?**
  
- **Employer Pre-boarding and Onboarding:**
  - **Employer Pre-boarding and Onboarding Videos**
  - **Zynga - Gaming Company: Onboarding Video**
  
- **Interagency Collaboration:**
  - [Pre-ETS Guide for Collaboration Among State VR & Education Partners](#)
  
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## **Activities of Daily Living (ADLs)**

### Daily Living

- ? [Got Transition/Center for Health Care Transition](#)
- ? [15 Tips to Help Individuals with Special Needs Shop for Groceries](#)

### Using public transportation

- ? [Oregon's Travel Training Guide](#)
- ? [National Aging and Disability Transportation Center](#)

### Using a motor vehicle

- ? [Indiana's Driver's Manual](#)
- ? [Teen Driver Education](#)

### Financial literacy

- ? [Jump\\$tart](#)
- ? [MyMoney.gov](#)
- ? [Pennsylvania Budget Tool](#)
- ? [California Budget Tool](#)
- ? [Finance in the Classroom](#)
- ? [Practical Money Skills](#)
- ? [High School Financial Planning Program](#)

## **Additional VR Resources**

### Career Exploration

- ? [Indiana Career Explorer](#)
- ? Naviance (paid for by your school or school corporation)
- ? [AGExplorer](#)

### Job Shadowing/Work-based Learning/Internships/Apprenticeships

- ? [LearnmoreIndiana](#)
- ? [K-12 Work-Based Learning Manual](#)
- ? [Work-Based Learning and Apprenticeships](#)

### College Exploration

- ? [Think College](#)
- ? [JFF](#)
- ? [CollegeBoard](#)
- ? [Campustours.com](#)

## **Disability Specific Resources**

- Resources for Autism and ID:
  - [Virginia's Autism Center for Excellence \(ACE\)](#)
    - [COVID-19 Information Packets, Videos, Visual Tools](#)
    - How To Videos to include [Model Prompting](#), and [Handwashing](#)
  - [Cabin Fever? 5 Effective Activities for Students with Autism During Social Isolation or Quarantine](#)
- Supports for Sensory Impairment Resources:
  - [Blindabilities.com](#)
  - [The National Homework Hotline](#)
  - [Virtual Activities for Teachers and Families](#)

Please see additional resources for students with high support and complex needs at <https://www.transitionta.org/covid19>

## **COVID-19 – Specific Guidance and Resources**

- View <https://www.transitionta.org/covid19> and <https://ncsi.wested.org/> for continuously updated Guidance and Resources
- [OSERS Q&A](#)
- [USDOE Supplemental Fact Sheet - 3-21-20](#)
- [COVID-19 - Information and Resources for Schools and School Personnel](#)
- [Office of Civil Rights Fact Sheet](#)
- [CASE - COVID 19 - Considerations for Special Ed. Administrators](#)
- [COVID-19 Frequently-Asked Questions: WIOA Performance Accountability Provisions](#)
- [Education Week - COVID-19 Information](#)
- [USDOL - COVID-19 - Update - April 2, 2020](#)
- [Adapting to Evolving Employment Needs in Ohio During the COVID-19 Pandemic](#)
- [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\)](#)
- [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)
- <https://www.transitionta.org/covid19>
- <http://www.wintac.org/content/covid-19-resources>
- <http://www.wintac.org/content/resources-distance-service-delivery>
- <https://transitioncoalition.org/blog/webinar/transition-activities-online-at-home/>
- <https://www.casecec.org/>
- <https://gwcre.org/cit-vr>
- [COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel](#)  
<https://www.ed.gov/coronavirus>

- <https://www2.ed.gov/policy/speced/guid/rsa/supporting/rsa-faq-wioa-vr-covid-19-03-26-2020.pdf>